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NEW SERIES.

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VOL. IV., No. 11.

## THE DIVINE TEACHER.

BY MRS. T. W. T. CURTIS.

[Sung at the meeting of the State Teachers' Association, October 21.]

Though we dimly guess the glory  
Of the wonders round us spread,  
We would learn aright the story  
Of the love by which we're led.  
So we'll hasten to the Teacher,  
The glorious, the glorified Teacher;  
And sit at the feet of the Teacher,  
That we from his lips be fed.

He has lessons for our learning,  
Fraught with hope, and life, and light;  
And our eager souls are burning  
For the truths beyond our sight.  
So we'll hasten, etc.

If our footsteps e'er grow weary,  
If our human sight grow dim,  
If the way seems rough and dreary,  
We may safely trust to Him.  
So we'll hasten, etc.

He has wisdom for each duty,  
For our blindness he has light;  
While we wait, his life of beauty  
Is unfolded to our sight.  
So we'll hasten, etc.

Grant thy blessing, loving Father,  
While we labor as we may,  
Till the twilight of the present  
Shall be changed to perfect day.  
Till we're gathered to our Teacher,  
Our glorious, our glorified Teacher;  
Gathered to our home with the Teacher,  
To sit at his feet for aye.

## THE USE OF THE DIAGRAM IN GRAMMATICAL ANALYSIS.

BY PROF. ALBERT SAYLER, ROCKFORD, ILL.

### NO. II.

In a logical sense, perhaps, the argument might have ended with the last article; but, as the reader undoubtedly infers that the writer is thoroughly committed to illustrative teaching, and as an illustration is, to the practical mind, better than a dissertation, let us cater to the bias by an endeavor to gratify the probable desire. I will first quote a sentence from Butler's analogy, a sentence remarkable for strength, vigor, and condensation:

"We never, in a moral way, applaud or blame

either ourselves or others for what we enjoy or what we suffer; or for having impressions made upon us which we consider as being altogether out of our power; but only for what we do, or would have done had it been in our power; or for what we leave undone which we might have done, or would have left undone, though we could have done it."

The analysis of this sentence, according to the style of recent authorities, would be something like the following:

I. PROXIMATE ANALYSIS OF THE ENTIRE SENTENCE.—This is a complex declarative sentence, abbreviated in form, and in a general sense, consisting of two sentences. The first or leading sentence is, *We never, in a moral way, applaud or blame either ourselves or others for what we enjoy or what we suffer; or for having impressions made upon us which we consider as being altogether out of our power.* The dependent sentence is, *but only for what we do, or would have done had it been in our power; or for what we leave undone which we might have done, or would have left undone though we could have done it;* the connective is *but*. The leading sentence is, of itself, a complex declarative sentence, consisting of two members; the first of which is a simple declarative, and the second a complex declarative member. The dependent sentence consists of two complex members, each of which is a declarative sentence.

If the reader will bear with us we will try to show how abbreviated and elliptical the construction of the sentence or paragraph is. By supplying ellipses, and expressing the entire meaning of the general sentence, it will be resolved into four sentences, the first of which is a simple declarative sentence, and the latter three complex declarative sentences, as follows: First sentence—We never, in a moral way, applaud or blame either ourselves or others for what we enjoy or [for] what we suffer. Second sentence—[We never, in a moral way, applaud or blame either ourselves or others] for having impressions made upon us which we consider as being altogether out of our power. Third sentence—[We, in a moral way, applaud or blame either ourselves or others] only for what we do, or

[for what we] would have done had it been in our power. Fourth sentence—[We, in a moral way, applaud or blame either ourselves or others only] for what we leave undone which we might have done, [or what we] would have left undone though we could have done it.

2. ULTIMATE ANALYSIS OF THE FIRST SIMPLE DECLARATIVE MEMBER.—The subject is *we*; the compound predicate is *applaud or blame*, connected by *or*; and the object is *ourselves or others*, connected by *or*. *Either* is a conjunction referring to *or*. The subject has no adjuncts; the adjuncts of the predicate are *never*, the adverbial phrase (prepositional in form), *in a moral way*, the principal part of which is *way*, and its adjuncts are *a* and *moral*. The next adjuncts of the predicate are the co-ordinate complex phrases, *for what we enjoy*, or [*for*] *what we suffer*; the word *or* being the connective between these two phrases. The principal part of each phrase is [*that*] comprehended in the double relative ("what"); and its adjunct in the first phrase is the simple dependent adjective clause [*which*] *we enjoy*; and in the second, [*which*] *we suffer*. *Which* is the relative part of "what" in each clause. The subject of each dependent clause is *we*; the predicate of the first is *enjoy*, and *suffer* is the predicate of the second. The object of each is [*which*].

If the analysis of the following three sentences were similarly given, the whole would cover four times the space of the sentence now analyzed. Now, come to give the syntactical parsing of each work in addition to all this, and perhaps *eight* times as much space would be required as is now occupied. Truly the terms "bulky" and "lengthy" are appropriate epithets for the performance of such a requirement.

Analyses somewhat similar to the foregoing are to be found in Kerl's, Greene's, Swinton's, and Brown's Grammars. Swinton's Progressive Grammar is an excellent reference-book for the analysis of sentences. Its examples are directly to the purpose, definite, and clear. But to return to the direct subject.

Now, this whole sentence from Butler, which I have partially analyzed, would, when fully analyzed by an ingenious and useful formula, devised, I believe, by the distinguished scholar and gentleman, Henry Kiddle, Superintendent of Common Schools in New York City, occupy no more than a full page in a common grammar.

The explanation of this contracted analysis can be found on pp. 142-3, Brown's Institutes of Gram-

mar, and amply illustrated on pp. 143-7 of the same.

The tyro in the Legendre might as consistently have Book IX. placed before him for study as to give this method to the casual reader; for the preceding progressive steps of the primary analysis must first be familiarized, even by the student, before *he* is thought qualified to attempt it.

Nothing would better suit our final purpose in these articles than to give this contracted analysis to the reader, in the event that it would be plain to all; and this is an apology for dwelling so lengthily upon the matter.

If the sentence quoted were properly diagrammed, it would cover no more than twice the space occupied by the written sentence. Thus, so far as the idea of *space* is concerned, the *diagram* method is more economical than even the *contracted* analysis.

Let us further examine the sentence in question. Take, for instance, any of the latter three elliptically-constructed sentences—the first of them, if you please, which is the second sentence of the general sentence. Here we have, understood, the subject *we*, and also the compound predicate *applaud or blame*, which is modified by a simple phrase adjunct, and an expressed complex phrase adjunct; the principal part of which is modified by a dependent adjective clause.

Again, in this sentence there are two verbs, each of which terminates on each of two objects.

Now, all the enlargements of the general sentence in question—all their constructions, relationships, and dependencies—are, by the diagram, exhibited at a glance to the eye in one unique whole; and what teacher does not know that scholars are more easily taught by the eye than by any other method?

Again, take the sentence, "Both language and manners are established by the usage of people of fashion." Here *both* is plainly an adjective relating to both *language* and *manners*. In this sentence the relation of *both* to *manners* is considered by some grammarians to be carried over in the mind and applied in sense to *manners*. Now, this is not fully satisfactory, for the word *both* is as much an adjunct of *manners* as it is of *language*; and the diagram alone perfectly exhibits this mutual relationship.

Let us examine the following sentence: "Has not sloth, or pride, or ill-temper, or sinful passion, darkened your understanding, deceived you, or mislead you?"

As each of the four subjects in this sentence is a

nominative of each of the three predicates, to express the entire meaning by complete analysis, it would be necessary to resolve it into twelve simple interrogative sentences. To measurably avoid this tautology, the analyzer would call it a condensed or abbreviated sentence, the four subjects being elliptically-constructed with each of the three predicates, and, after the first sentence, supplying the copula *has*; thus reducing it to three simple interrogative sentences, but requiring in each sentence, after the first, a repetition of all the nominatives and the copula. Now this copula or coupling verb is common to each of the following verbs, and the entire predicate (three in one) is common to each subject; and none of the verbs should be expressed more than once. Hence the analysis in question, at best, destroys the correlational unity presented in the simple sentence. But the *diagram* exemplifies it without deformity, as it is.

The diagram of just this sentence should go far toward convincing any old foggy or *young* foggy, skeptic or cavalier, of the utility of diagrammatic analysis. My only regret is that the printer can not exhibit it in diagram.

In the following example, "The teacher, the friend, and the counselor desires it," we find a three-fold subject grammatically appearing in a triple form, yet logically and substantially one. By the common "word analysis," the teacher of ordinary intelligence and understanding would perceive the necessity of explaining to his class that the entire meaning of the words *teacher*, *friend*, and *counselor* is implied in the word *teacher*—that is, "The teacher [who is our 'friend' and 'counselor'] desires it." Then the sentence would probably be passed by as being thoroughly understood; and, I may add, necessarily so. But the precocious intellect of some bright little girl, too timid to express in a childish manner an idea which she may think requires language beyond her command, or perhaps because of her active affection and high respect for her teacher, she hesitates to raise a question about what has been apparently settled, still gropes on in desire and wonderment to know *how* three separately-written subjects can be as "one thing," and have a singular verb. *Diagram* the sentence properly, and even a dull pupil will readily understand it—the "unity of three."

On page 231, Clark's Normal Grammar, the following similar sentence is diagrammed, and remarks are made upon it as follows:

EXAMPLE.—"The saint, the father, and the husband prays."

REMARKS.—"Two or more singular subjects, indicating the same person or thing, require the verb to be in the singular number."

Although the diagram given is an improvement upon that of any similar example found in Clark's English Grammar (the only advanced grammar of Clark's generally used in the common and the graded schools), yet it is, nevertheless, essentially defective, as each of the three forms of the subject is enclosed in a separate figure, and the whole enclosed in a circumscribed horizontal ellipse. This arrangement symbolizes a union of three parts; whereas the true meaning is three qualities, capacities, or attributes of *one* thing or object. Now the "horse-shoe" predicate so frequently used by Clark to typify the plural connection of a copula verb with two or more following verbs, would, if reversed, serve as the proper symbol for inseparable plural word-subjects or word-objects.

Professor Jewell, Principal of the Albany Normal School, has clearly set forth and illustrated this matter in his admirable work on the diagram.

\* \* \* \* \*

The only objection to the diagrams which I ever thought possessed even an apparent plausibility, is that *to construct them requires a PREVIOUS mental solution of what is pictured*; hence "the diagram is useless."

—Michigan Teacher.

## THE HIGH PRESSURE SYSTEM IN AMERICAN PUBLIC SCHOOLS.\*

BY GEORGE R. BURTON, NEW HAVEN.

There are at least three features of our school system which tend directly to produce that overwrought intensity of life amongst scholars and teachers, so prevalent in American schools at the present day.

The first of these is: The multiplicity of school studies and exercises, taken in connection with the diminution of school time; the second, the adoption of a vast amount of machinery and routine. And the third: The close confinement in fixed positions which scholars are made to undergo, merely to give the school a better appearance.

It had been my intention to discuss this subject under the three heads named, but as I cannot do so without exceeding the limit of time allowed me for this paper, I reluctantly restrict myself to the first, viz.: The multiplicity of school studies and exercises, taken in connection with the diminution of

\* Read at the Annual Meeting of the Conn. State Teachers' Association, Oct. 23, 1874.

school time. This I do with greater reluctance because of the alarming practice which exists in many of our very best schools, of requiring pupils to maintain fixed and unnatural positions, both when sitting and standing, the only reason or excuse being to produce a more showy appearance. Such a tampering with the health and comfort of the children, which amounts, in many instances, to nothing short of cruelty, should receive the disapprobation of every fair-minded teacher.

Before calling your attention to the main topic of this paper, I will state that it is not my object to array prejudice against a single subject of study pursued in the schools, but, on the contrary, to suggest, if possible, a way by which we can retain them all, and yet do what we attempt with better satisfaction.

#### REDUCTION OF SCHOOL TIME.

Not more than a generation ago, schools were kept six hours a day for five days in the week, and three hours the remaining day, making an aggregate of thirty-three hours per week. Besides this, a lesson was usually assigned to be learned out of school. Even then, if my memory serves me correctly, the scholars had no more than time enough to do justice to their lessons. By degrees a change was adopted, and schools were kept only five days per week yet six hours a day, giving thirty hours per week. A few years more, and another change was made, abbreviating the time to five hours per day—possibly five and a quarter in some cases—thus reducing the time to twenty-five or twenty-six hours per week, at the most, in our very best schools.

This diminution of time has been accompanied very frequently, with the imperative regulation that no lessons should be assigned to be learned out of school. We can easily see, by these comparisons, that there has been an actual reduction of school time equal to at least ten hours per week, or, in other words, we have no more than two-thirds of the time per week that was formerly used. If we now look a little further, we find that the number of weeks per year has been lessened from forty-two and forty-four to forty and even thirty-eight, in some instances. This gives the children, then, *less* than two-thirds of the time for school-work that was given twenty years ago.

#### INCREASE OF SCHOOL STUDIES AND EXERCISES.

Having satisfied ourselves as to this fact, let us for a moment turn to the other side of the picture and see what an increase has been made in the number of studies and exercises. We find Music, Drawing, Vocal and Physical Gymnastics, Oral

Lessons, Language Lessons, Dictation Exercises—not mentioning more—all occupying prominent places in our schemes of instruction. The question naturally arises: If we had none too much time before, by what process of condensation has this arrangement been made possible? To show how it is actually accomplished, I will give some statistics which were gathered by a reliable party from a prominent grammar school of Boston.

Hours per week, twenty-six; opening exercises, one hour; recesses, two hours; Gymnastics, two hours; taking report, thirty-five minutes; Discipline, fifty minutes; Penmanship, two hours; Music, one hour and three-quarters; Drawing, two hours; Spelling, Definitions, and Compositions, one hour each. This makes a total of fifteen hours and ten minutes, which subtracted from twenty-six hours, leaves ten hours and fifty minutes for all other studies.

Those other studies in the Boston list are: Reading, Grammar, Geography, Arithmetic, History, Philosophy, and Physiology. Leaving out the last two, to avoid being in any way extravagant for an average, and we have one hundred and thirty minutes per week to each subject, or twenty-six minutes a day. This being equally divided between study and recitation (as all study must be done in school hours), and we have an average of only *thirteen* minutes for each recitation.

Even this time is not actually obtained, for we must make allowance for holidays, stormy days, time occupied by visitors, closing exercises, change of classes, and other interruptions which are sure to occur in the school-room, and we begin to get an idea of the hurry that must be practiced in order to go through with the daily scheme of work.

#### DO WE ACCOMPLISH MORE THAN FORMERLY?

Perhaps some one will ask if the schools do not accomplish more now than at any previous period of their history.

I answer: We must not mistake the array, the bustle, nor the machinery, however effective, *apparently*, for the solid results of education.

We have many admirable auxiliary forces which would place the schools beyond the reach of criticism, were some of the hindrances which have grown into the system removed.

This mission—to relieve the schools from any appearance of defect—is the work of none more than the teacher of to-day. We have as exceedingly encouraging signs of the times a growing sentiment among the people, that the schools must be depended upon to develop that unity of national

character and strength, which can be fostered and nurtured nowhere else as well.

We have greater liberality, both in the way of buildings, apparatus, and compensation of teachers, year by year. We seek to obtain better-skilled teachers, and, in the main, we get them. We are given in many schools the benefit of special instruction; we have a more extended and thorough local supervision than ever before. These aids, together with many others, certainly do bring out improvements in the system that may well challenge the respect and confidence of the public. But before answering the question as to whether the schools really furnish a more thorough education than formerly, we may be allowed to call the testimony of some of those persons who have bestowed considerable attention upon the matter, and whose judgment we would not lightly set aside. A person of considerable educational repute in New England says that, to satisfy himself on this very point, he addressed letters to many high schools and other secondary institutions of learning in New England and elsewhere, and found it to be the unanimous conviction of teachers in those schools (and this they expressed with great emphasis and positiveness), that the mental condition of the scholars who *now* come under their instruction is, in some important regards, seriously deficient. These deficiencies may be classed under such heads as the following, viz.: The scholars are unable to grasp the meaning of statements, propositions, problems, etc., made to them in the course of their studies, although perhaps quite simple in character, until they have been repeated again and again. They seem easily discouraged; they seem incapable of deep, persistent thought, and also of hard, protracted study.

Such valuable evidence on this point is furnished by President Porter in his article lately published on Preparatory Schools, that I feel impelled to take the liberty to insert it here. He says: "If the preparatory education for college is to be judged of by the important improvements in apparatus and appliances, it has certainly made great progress.

Text-books of every description were never before so good and never so accessible as at the present moment. The schools were never so well organized. The necessity for a slowly progressive system of exercises was never so generally acknowledged and so generally cheerfully submitted to. The necessity of rigid examinations was never more earnestly discussed, and the results of

these discussions were never more insisted on and acquiesced in by pupil and parents. The science and art of teaching was never more readily and venturously applied. A scholar of the last, who enters a first-class preparatory school of the present generation, and looks around upon the external conveniences of the apartments and furniture, and next observes the careful and rigid division into classes, and then the well trained teacher, the elaborate text-books, and the manifold illustrations from Geography and History, almost wishes that he were a boy again, that he might begin with all these advantages. When he scrutinizes the *results*, he finds indeed much formal improvement in the exactness and completeness of the examinations. But when he looks for a corresponding real *advance* in the awakening of mental powers, in the discipline of the intellect to a more intelligent method, and a more complete self-command, and, above all, when he seeks for a more glowing enthusiasm for science and art, and the evidences of a wider and more generous culture, he may be excused if he sometimes asks whether the new classical discipline produces results which are at all commensurate with the immense improvements in the appliances and methods of training." He adds: "A candid observer has no need to decide this question of the relative future success of the old and the new schooling, in order to find some explanation of the failures of the new to accomplish all that might be expected from its manifold advantages."

#### EFFECTS OF OVERCROWDING.

We will pass now to consider some of the effects noticed from crowding too many studies into too short a space of time. First, It necessitates too frequent changes, dissipates the attention, and leaves the scholar too often with very little definite knowledge of the subject, and without any healthy development of the mind. This I need not prove, after the testimony which has already been offered.

Second, It is responsible in a large measure for the cramming process we hear so much about. This is hardly doubted, when we remember the average length of recitation.

Third, Its tendency is to discourage rather than stimulate the scholars and teachers; and this is *natural*, when we consider what unsatisfactory results are frequently obtained after most laborious and painstaking effort.

Fourth, But more serious than any before mentioned is the effect on the health of the scholars

and teachers. Many pupils, without doubt, weaken the constitution and lay the foundation for much ill-health and suffering in after life during their school period. The following extract from the report of the National Commissioner of Education on this point, is suggestive. He says: "The effects of healthy training on the growing mind and body of the youth, and the influence of school-life in preventing, correcting, or producing disease, are subjects so vital to the public welfare, that every teacher should be awake to the importance of understanding them." He further says: "The diseases incurred during school-life, or aggravated by it, prepare many victims for lingering illness in later life, and contribute largely to the mortality of the adult population." Among other causes tending to break down the health of scholars, he names "habits of study." Dr. Mayo, in his excellent address before the alumni of the State Normal School, in June last, in speaking upon this point, charged the breaking down among young people in school quite largely to social habits and practices. Yet he agrees that too much study is required in schools as well. He says: "No parent can afford to give up *his* particular child to become a humane object-lesson to illustrate every new system of education in the school, or in the church." "Possibly," he says, "in a thousand years American children may be brought up to the capacity for the scholarship we read of in the high pressure system of pedagogy," etc. He considers each experiment, however, at present, very likely to end in furnishing another mound for the cemetery. "We must slow up," he says, "all around. Teachers, school committees, and parents are the three parties in this arrangement, as it bears on school education." He adds: "*That course of study is right which fits the reasonable capacity of children under their present circumstances and conditions of living. Otherwise it is wrong, although wrought out by the champion educationist and worked by the most famous teacher of the day.*" And continuing, he says; "Thousands of the brightest and loveliest of our American youth are perishing because of our insane attempt to force the whole world of thought, feeling, and activity into the brain of one poor little boy or girl."

#### THE EFFECT OF HIGH PRESSURE ON THE TEACHER.

This high pressure does not spend its force on the scholars alone, but the teachers come in for a share as well. One of our New England city superintendents has depicted this phase of school life, in one of his annual reports, so clearly and candidly, that I cannot do better than to quote from his re-

marks. He says: "If the relations of the subject to the ability and health of the teachers be not regarded as considerably and thoughtfully as in relation to the ability and health of the scholars, its discussion degenerates into a one-sided and useless parade of words. The draft," he continues, "we make on the powers of the teachers is severe and fatiguing in the extreme. Regard the ceaseless intellectual life and activity generated by the unflagging vigor and enthusiasm of the teacher in a well-taught grammar school room. Mark what a range of culture is drawn upon to illustrate the lessons, touching them on many sides; what accuracy and extent of information are necessary to explain and impress the meaning of the new words which may be encountered; what promptness of thought and intelligence to reply to the many questions which are asked; what energetic skill to give *forceful* as well as intelligent direction to so many dependent minds. Observe, too," he continues, "the fact that while some of the studies and exercises are actual reliefs to the scholar, few of them bring any season of repose to the laboring mind of the teacher, since there runs through each a watchful solicitude to have the occasion well improved by every scholar, which closely engages and tasks the attention. Is not," he asks, "such a picture indicative of toils which can be endured only for a few hours each day?"

But there is one particular not yet mentioned, in which our new methods of study impose unexampled labors on the teachers. Much of the school work is transacted by means of the pen. This is the most admirable of all the changes which have been wrought in the economy of our schools. But the oversight of so much written work, the critical examination of numberless papers, day by day, to detect their errors, and that subsequent review of them, in company with their several writers (on which their value depends), is so laborious and exhaustive that the burden may easily be made intolerable. In fact, this method of study cannot be prosecuted to the most advantageous extent, because it is impossible for teachers to supervise it to such a limit. I have endeavored to show thus far that school-time has been reduced to a minimum; that the studies and exercises have been largely increased; that by extra appliances we have been able to supplement the deficiencies caused by these changes, in a measure. Yet it is impossible to teach all the subjects as elaborately as they are treated in most text-books, and that the attempt is hazardous to the scholarship and health of the pupils, and a very severe strain upon the powers of the teachers.

## IS THERE ANY REMEDY?

The first remedy that naturally suggests itself is to increase the school-time. This would hardly meet the approbation of the public, since they reason that scholars are in school long enough already; that they need less confinement and more time for relaxation. They ask if the long and weary list of daily exercises is not already fatiguing enough without adding more. This view would be quite correct, of course, if the proposition was to add even the smallest amount to the daily task; but were the same work distributed over a longer time, the trouble from pressure would be obviated, in a measure at least.

The point in question here is not that scholars have an over amount of work, only as it is pressed into a limited space of time; and, as far as they are concerned, if the unhealthy spirit of rivalry to see who shall stand highest in examination, etc., could be banished from the schools, the method of lengthening the time again would be quite desirable. In Germany the secondary, and most of the elementary schools are kept forty hours per week, and have been for the last hundred years; yet the Germans have not deteriorated, either in physical or mental vigor. But were we in this country to seriously think of going back again to a longer school-time, we should be deterred at once by seeing from what has already been shown in this paper, that it would be a burden put upon the teachers which could be endured but a very short time. Our teachers break down fast enough now; it would be unwise, not to say cruel, to tax the energies of some of them to a greater extent than we are doing at present.

The next remedy, then, would be to abandon some of the subjects of study. This question, "What shall we study, and how much?" is being discussed quite vigorously at the present time. Yet I apprehend that we shall not decide to leave out entirely any subject which we now have. Each one seems to have its peculiar claim, either in its intrinsic merit as an instrument in education, or else because of its bearing upon the practical duties of life. Undoubtedly we try to teach too much of several branches—this we have been told for some time; and the schools are ready and even waiting for the word to go forth whereby a reduction in quantity may be reached. This seems to be hindered from two causes. First, the timidity and distrust which teachers feel about changing their modes of treating text-books, until they know how much they will be likely to suffer in reputation when their scholars are measured by the term or

annual examination. And, second, because of the first, they need the elimination made for them and the matter they are to teach presented in a definite form. This has already been done in one of the largest cities in the country, and undoubtedly will be followed in others, until we shall reach something possible and definite in the schools.

Take Arithmetic, and there are two ways, at least, open toward economy of time. One, to strike out such topics as are nearly or quite obsolete, as far as the practical duties of life are concerned. Some of these I will name as they are given by a writer on this subject. He enumerates repeating decimals, average of accounts, compound proportion, alligation medial and alternate, arithmetical and geometrical progression, casting out the 9's in multiplication and division, etc. Some of these our best schools have not taught for some time. This list might be made somewhat larger. The other—to do as they are now doing in Prussia, where the teachers are strictly forbidden to give any instruction in the theory of numbers and the philosophy of the processes of the work, it being declared that slate work—that is, the practical application of processes to problems—is the method of most advantage to the scholars in every sense, and the only method for which time can be spared. A plenty of testimony is at hand to show that the elaborated explanations in Arithmetic on which many Grammar schools have prided themselves, anticipate the degree of maturity in the scholars necessary to understand them, and therefore waste much valuable time.

Take Geography. We all agree that too much detail is found in the text-books on this subject: we can apply our pruning-knife here, then. This has been done already in some localities; yet teachers are too frequently found in a state bordering on despair, fearing lest the examiner shall discover that the text-book has not been learned word by word, including a thousand insignificant names of no value whatever.

The subject of technical Grammar also consumes more school-time than is necessary. We go too far in trying to force the children through a "parsing scheme," which they seldom comprehend. We might much better give more attention to speaking and writing the language, and less to the dry rules and exceptions of the Grammar.

What seems to be desirable in this matter is, that we wait no longer, but actually reduce the amount of work required of the classes in Arithmetic, Geography, Grammar, and perhaps some other

studies. Make the scheme *definite* as far as we go in a subject, and not leave the classes to wander through an indefinite range of work, to their utter discomfiture when examined.

I find, in the course of reading, that one person makes use of the following language: "The present is called a practical age, and we a practical people. It is the vogue to berate and decry the abstract sciences and all higher learning and liberal culture; the ancient classics especially, because they are not practical. They belong to the realm of the speculative and theoretical, it is said, not to the actual needs, uses, and activities of every-day life. As to Latin, Greek, Logic, Metaphysics, and many other abstract topics, the multitude of to-day say of them as Falstaff said of honor: 'Can they set a leg? No! Then I'll none of them.' And yet this same multitude permit their children to spend years in trying to master the contents of school books, a large portion of which has no more to do with the daily uses, needs, and vocations of life, in their sense of those terms, than Sanscrit or the Calculus."

Dr. Richard Edwards says: "We are an ambitious people in this country; we covet the best gifts and the best possessions; we sigh for learning, for mental endowments, for external attainments; but when the genuine possession is difficult to secure, we sometimes satisfy ourselves with the name of it; and so the school catalogues are full of high-sounding names, apparently intended to include all studies of a rare, or profound, or a useless kind. Instead of a reputation for thoroughness in the mastery of useful knowledge, the schools seem to yearn for the fame of great profundity, of an uncommon erudition." He says this perversion should be corrected, and adds: "No greater service can be rendered to the youth of our country than to teach them thoroughness in those attainments that are truly useful—those forms of knowledge which contribute to our daily necessities and our daily happiness." He also says: "It is to be hoped that the time is coming when some one will be found able to eliminate from this mass of material whatever is of sterling worth, and to work it up into a consistent practical system."

I shall close this very imperfect review of this subject by quoting from Dr. Mayo. He says: "We shall probably learn wisdom slowly, but we can learn it. We need," he continues, "less of that consuming intensity that burns out heart, brain, and tissue and plants so many melancholy little old heads on young shoulders. Meanwhile, we need not fall into

a panic and destroy the common school to save the child from over-study. We must abandon the absurdity of trying to give what the parents call a *thorough* education in common schools.

"All that can be well done, there, is: First, to awaken the love of truth and knowledge; second by natural methods of teaching to instruct the child to use his mind and use books; third, to bring him in vital contact with a few realms of knowledge, putting him in possession of their first principles. The mass of useful information and details of knowledge he must gain, if at all, by the use of libraries and the opportunities of his after-life. If our common-school teachers can be well fitted for their work, and the BEST methods of study secured, we can rescue the schools from their worst evil: the bewildered wandering about amid the undergrowth of knowledge, never reaching a commanding eminence, and never getting out of the woods. It is this *confused* teaching, this *miscellaneous meandering* through a dim labyrinth of fact and fancies, this lack of intelligent adaptation of science to the youthful comprehension, that overarches so many schools with a cloud of dark despair and sends teacher and scholar home, every night, with a foggy brain, an aching head, and a sinking heart."

All good things can be done in the common school, if parents and teachers work together in good will for the highest welfare of the child.

#### WHAT RANGE OF STUDIES OUGHT OUR PUBLIC SCHOOLS TO EMBRACE?\*

BY PARK HILL, BRIDGEPORT, CONN.

In entering upon the discussion of this question it seems necessary to make some limitation in regard to age, which will be considered as that legally determined, viz.: from 4 to 16. And while other limitations ought properly to be introduced, such as ability, health, financial circumstances, and similar conditions, always affecting uniformity in school progress, and a prescribed course of action, the average pupil in respect to these and schools as they "generally go," will be considered as referred to.

Our public schools are essentially the groundwork of all classes and conditions of literary acquirements. The laborer and professor mainly find in the public school-room either the entire stock or fundamental preparation of what knowledge they possess, and it may be inferred from this that public schools should be made to embrace that range

\* Read at the Annual Meeting of the Connecticut State Teachers' Association, October 23, 1874.

of studies best calculated to fit the day-laborer for his vocation, and the professor for a deeper and broader research in the more abstract fields of science; a preparation that, in either case, shall serve the best purpose, and make the "most of the man."

Such diversity of results does not imply a diversity in training to a certain extent, as fundamental knowledge is common to all, and is as necessary in one as in another, and need not differ either in quantity or quality. Setting it down as an axiom that for each the public school should afford the greatest possible advantage, and fit each several one for the best and most advanced position his own resources will enable him to attain; and while it may not be necessary to give in detail the advantages resulting from respective studies, or touch upon the methods of instruction, experience and observation have led to the conviction that very much talent lies latent and is never developed. Each period of life undoubtedly has its germ, and if instead of bursting and giving forth life it is left to decay, in a certain sense it returns to the soil and never afterwards can be reproduced, certainly never in its fullest perfection. There may be other and kindred germs that will bud, and bloom, and become rich in beauty and fragrance, but what is lost in the cultivation of the mind, each fruit in its season, is lost forever, proportionately lost as cultivation is neglected.

It occurs to me, therefore, that the range of studies in primary and intermediate departments is altogether too narrow, and not of a kind that awakens enthusiasm and creates an interest for more knowledge. This is evidenced somewhat by the fact that something pleasant has to be provided as a sort of sauce to make the dish savory—such as certificates of merit, distinction in class rank, publication in the papers of remarkable attendance, rolls of honor, prizes, etc.; or, on the other hand, something has to be enforced as a sort of medicine, such as withdrawal of seats, retrograde in classes, black lists, or punishment in many ways, which show in either case that love of learning is not the motive power. It is not to be inferred that these have an equal application in all cases, but their existence seems necessary in a greater or less degree.

It is not my privilege or desire to say that present studies should be discarded, or that they are not the best that could be adopted as relates to our grammar schools, but their exclusive use seems to be the objectionable feature, together with the fact, especially with grammar, that there is a tendency to defer the rudiments too long—and I would add

that the attempt to push these studies too far to the neglect of rudimentary instruction in other branches, constitutes another objection.

A child's capacity to understand is limited in respect to elocution, arithmetic, etc.; and as well as to the mastery of the natural sciences. And to extend the former to an unnatural point, and utterly disregard the latter, is to put an undue appreciation upon the one and to undervalue the other. First impressions are facts, not theories; objects first attract attention, theories are a later growth. To understand principles implies judgment relating to the facts then well as a knowledge of the facts themselves; these facts or objects are of the first importance, and in their train come, with the gradual development of the mind, the principles and secret agencies belonging to the results. Facts and elementary principles should be taught to the fullest extent, not only in the leading branches commonly pursued of reading, arithmetic, geography, and grammar, but also to an equal extent with these branches those leading to, and if possible including the natural sciences, history, etc.

The routine of common studies has been followed so long, and handed down through so many generations, that it seems like the mighty river to have worn its own channel so broad and deep that it must continue therein forever. I affirm unhesitatingly that in hardly any instance is the pupil possessed of as much general and scientific knowledge at the age of 16 by the common school method, as is possible under a different and more extended pursuit of studies. It is argued that capacity to comprehend stands in the way, that health would be sacrificed, etc. True, capacity to comprehend does stand in the way to a certain extent, and herein is one difficulty of the present system, for the reason that in one direction the limit of capacity for a certain thing is soon reached, and what is further than this is lost in its usefulness and pleasure, and instead of boring longer in this direction to no purpose, better, far better take another, and still another branch and bring them to the same point, no faster, no farther than the mind takes in and comprehends.

The mind of a child is not limited in respect to the number of things, but in respect to the depth and breadth; and while the same extent in the one one may not be reached, it will be more than counterbalanced by the variety afforded by many or other studies; and variety in knowledge means improvement, and improvement means a growing capacity to comprehend, a broader and clearer insight into things; and the advantage afforded by

variety in studies must certainly conduce to this end, by affording more material. As with the body, exercise of all the muscles to an equal and proportionate development produces the highest excellence of physical strength, so exercise of all the faculties of the mind in a uniform degree produces its highest excellence. Make no use whatever of any particular member, and nature in her wise economy would soon take it away, or render it useless, not only to its own hurt but to the detriment of all. We find in the mind a similitude; train it in one direction, to the neglect of the other functions, and it becomes abnormal, and there is a loss of its power and vitality.

The boy that studies arithmetic his entire school days, and is allowed to know nothing else, cannot be a good arithmetician, a good scholar, or a valuable man; diversity of knowledge, of thought, of feeling, all concentrate to produce the happiest effect. If it is true that the highest results are not reached by the common-school system, and that pupils are not led forth possessed of as much valuable knowledge as possible, it becomes at once an important question, Where is the difficulty, and how can it be remedied? I think that instruction is apt, at first, to be too theoretical; on principles deep and abstruse are crowded Alps upon Alps until the mind of the pupil becomes incapable of retaining or by following them, while pleasant facts, illustrated ordinary and simple reasoning, are considered as the result of learning, rather than the means of learning. The beginnings of all things are small, and in the range of all the branches the principia, to a certain extent, can be made familiar to any ordinary child.

Now, instead of working day after day upon theorems and formulas, scientific and abstruse explanations of problems throughout the entire book, or requiring the exact latitude and longitude of numberless places of no importance whatever, and memorizing descriptive geography by wholesale, or insisting on much else that has no practical benefit, would it not be better to substitute for this almost profitless labor, those branches that have something of interest to every one, wherein the objects of every-day life can and will testify, that the pupils daily knowledge has its foundation in actual existence, that true knowledge has something beautiful in it, that learning is not necessarily a bore, and that there is a satisfaction in its acquirement? I know of nothing more limitless than mathematics, or that requires closer or more exact reasoning. I know of nothing drier or more

tedious to the general child, as commonly taught, than geography, and these do not enter much more extensively into every-day life than language, science, history, and the like, why: therefore, should they have almost exclusive attention?

It seems to be a very common opinion that arithmetic and geography in themselves contain all the essential elements of a great and intellectual man, and the boy that can't solve a difficult problem, and give mathematically precise explanations, or tell where a certain country town is, all without hesitation, is regarded by some as an ignoramus, that his school-life is lost, notwithstanding he may know much of history, and have a good understanding of things pertaining to his every-day walk.

There seems to be no reason, at the age of ten years, so far as the child is concerned, that he could not be taught comparatively as much of physiology as of arithmetic, and of botany as of geography, taken separately; and the question comes, can it be accomplished for all? The want of time, size of classes, etc., may be opposed to pursuing so many branches, aside from the generally-conceded inability of pupils to take advantageously more than three or four studies simultaneously, but the query still remains, are the arrangements of classes such as afford the best opportunities for rapid and thorough progress? Are the hours and days of school-life productive of the highest results? Is the range of studies sufficiently broad to conduce to the highest and fullest development?

There are a few that apply themselves diligently and expend much nerve power and mental energy in memorizing page after page, long after the substance-matter is thoroughly digested, for the sake of a splendid recitation, or for the gratification of an over-exacting teacher; such power and energy might well be applied with no detrimental results in gathering facts, and learning for knowledge's sake, and not recitation's, the rudiments of studies not usually pursued in intermediate grades. Even the weakest and most diligent might do this, for there would be only a change of labor and not an increase. While on the other hand, representing nine-tenths of school children, it is safe to say that not more than one-half of their actual school time is expended in diligent, careful study—they are spoiling for something to do; and admitting the proficiency they generally attain is sufficient for all ordinary purposes, there remains one-half to be utilized in drawing knowledge from other founts than commonly are drawn from. Granting there

may be some false or impracticable philosophy in all this, still I think that the range of studies can and ought to be extended in the grammar schools, and instead of the meagre knowledge now afforded and a fossil stock of memorized geography and arithmetic, pupils can be led forth, at the same time blessed with more knowledge of the world around them, blessed with a pleasure in its pursuit, school-days being made to pay as they pass.

There seems to be a very general impression that the system of instruction in common schools is already high pressure, with a full head of steam on, and highly-strained boilers, always just on the point of bursting, and that less pressure, less steam is the only means of safety; that retrenchment is needed and not expansion. To enter into the condition of society, and the relation of parent and child at the present day, the over-weening tenderness with which children oftentimes are unblessed, the hot-house culture and delicate, sugar-plum training, or, on the other hand, the gross neglect and criminal indifference, would be to enter upon too large a field, but, nevertheless, one directly connected with the subject of common schools. My opinion is that no such killing rate of study exists; that children generally do not evince such an accumulation and profundity of knowledge as would warrant any one in saying they are too far advanced, know too much, or that they are reduced to skin and bone by their enthusiasm and research after knowledge. It may be there are a few exceptions, but if even their case be inquired into, it will more frequently be found that the radical difficulty is not too hard study, but something else, probably harrassed and aggravated by school discipline and school employments; for such make allowance. Having had an experience of nearly fifteen years, in all classes and conditions of scholars, I have yet to find my first pupil broken down, fairly and squarely, by study, study being the primary cause; and so far as my experience goes in regard to other schools I cannot truthfully say that I ever thought they knew too much for their age, or that they were the poor, sallow, over worked things that over-zealous humanitarians would enforce upon us. Even with our present school-system, or one much more vigorous and comprehensive, there is no danger of so great an overflow of knowledge that it cannot be kept pace with, or that the world will be depopulated, or that skeleton boys and girls, walking ghost-like abroad, will succeed the boys and girls of to-day. So far as Bridgeport is concerned I know what I say, and have grave apprehensions

of its very general application. There may be and are deficiencies; there are weak and over-tasked children; there are pale faces and weary brains; but the evil is not that the children are learning too much, that the range of studies is too extensive, that teachers are too eager for true advancement, any more than it is wrong home training, wrong discipline, misapplied labor, and faulty school appliances.

As it would be presumptuous in me to specify what studies should be embraced, I will close my remarks upon the grammar schools by saying, let that range of studies be adopted which shall afford the pupil and the school, the greatest pleasure, the most useful knowledge, and the highest culture.

In relation to High Schools, the object seems to be a more thorough preparation for the active duties of life, to more fully qualify for the various vocations which must necessarily be chosen, and to afford an education that in itself, there will be such a discipline as will enable each to undertake any business, and such knowledge as will enable a more complete prosecution of studies if desired. It has been intimated that rudimentary instruction should be the same for all; that whatever may be one's inclinations or tastes, so far as Grammar and High Schools go, the routine of studies should be prescribed and followed, observing that the curriculum contain what is essential to rudimental instruction, and sufficient to engage the time and talent of the ordinary pupil.

As the laws of knowledge and of science are immutable, and eminence in these depends upon a well-established foundation, and this foundation is a well-balanced mind, the process, to a certain point, of this formation and development need not be essentially different; as aside from learning, or memorizing, the main benefit comes from training and disciplining, from refining and cultivating. The public-school course ought to terminate at that point where common study and common knowledge cease to be productive of the best good, which, according to my judgment, is not earlier than the limit fixed by law. This period should be occupied in laying foundations of a universal kind, that a superstructure thereafter can be more successfully built, more beautifully adorned, more permanently established. The elements of the mind are kindred in their nature, and susceptible of the same treatment, but not equally so; and as it never can occur that each one shall have its own peculiar circumstances minutely regarded, there stands the only alternative, the greatest good to the greatest num-

ber. It does not necessarily follow because one's appetite for a particular thing predominates, that it should be eaten exclusively or at all; if eaten exclusively it would afford nourishment only of its kind, and therefore some portions of the system must suffer: other food must be taken to supply the deficiency. Nor does it follow because a pupil has an aptitude for a certain study, or a preference for any particular branch, that a specialty should be made of it to the neglect of other functions, equally and perhaps more important; from such a course a perfect and symmetrical growth of mind could not result, nor could that equipoise, wherein the nicest and most accurate adjustments are made, be established.

It does not appear evident, by any means, that pupils should be left to choose those branches most pleasing to them, and for which they may have a greater ability, any more than they should be gratified in their inclination to study at all or not. That time to them is lost, even when it is decided what their vocation in life is to be, or that general information will hinder the fullest attainment, although not directly connected with it, cannot be admitted without many modifications. The one-idea boy or man is not the one that makes the bright and shining light that excites our wonder, and illuminates the greatest space around, but the light which diffuses itself only in one direction, like a fixed beacon-light on a shoal or rock dangerous to mariners; more properly a comet than a sun.

There are certain branches or studies that by their nature are of general importance, and embody at the same time that which is essential and that which serves well to discipline the mind, and so far as the several relations of life have a common interest there should be this common training, and general information relating to that which more or less concerns all: and it certainly devolves upon our public schools to afford this; or, as far as practicable, to unify the education of the people to a standard far higher than the present. This is not speaking beyond the limits of possibility; and our schools should at once insist upon such a course as will prepare for a higher education beyond the sphere of public schools, and also furnish what may be necessary to the details of every-day life. To do otherwise is to misconceive the object and nature of common schools and universal education.

I will admit many of the arguments for special courses as valid in themselves, but cannot so readily admit them in their application to our school system and its purposes. Then it becomes an all-

important question, What should the range embrace? Well is it if pupils come up from the grammar schools well founded in the leading branches as now pursued, and I would add, in the rudiments, at least, of some of the natural sciences, such as circumstances would admit of; that if school life should terminate there, as it often does, there should not be that barrenness so characteristic of many now, and of itself embrace a foretaste of the pleasure and profit of literary pursuits: and when once the High School is entered there should be a field long enough and broad enough, that the most diligent and most inquiring could not more than exhaust its riches, nor yet the less active fail to be rewarded. Or, in other words, it should be sufficient to develop the best, and yet not be beyond the grasp of the ordinary talent; it should be made the pathway to the college, and lead to its very door: embracing not only modern but ancient languages, not only general but scientific knowledge, not only fitting for middle but upper walks, such as shall develop the mind in its entirety and make it the standard of the man.

There may be some poetry in all this—I think there is; still it is my conviction that the results accomplished by High Schools are below the possibility of grammar attainment, and that with the growth of the grammar schools upon which they depend, their boundaries will become enlarged and at length they will become the great basis of intellectual culture, and the foundation of an educated people. Too much cannot be said in their favor, and their growth and prosperity are the guarantee against the inroads of sin and wickedness consequent upon widespread ignorance.

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Messrs Bahm and Wagner have published their annual summary of the population of the world as obtained by the latest reports and estimates, the footing for the year 1873, amounting to 1,300,000,000 souls. According to Siegwart the population of the earth is 1,381,000,000, viz: Caucasians, 380,000,000; Mongolians, 580,000,000; Ethiopians, 200,000,000; Malays, 220,000,000; Redskins, 1,000,000. 33,333,333 persons die every year. Only 1 in 10,000 lives to the 100th year, only one in 500 to the 65th year. Married people live longer than unmarried ones.

The whole number of newspapers and periodicals published in the United States is 7,203; in the Territories, 136. New York publishes 1,055; Nevada, 17; the New England States, 653; Pennsylvania, 669.

## YOUNG TEACHERS' DEPARTMENT.

## INCENTIVES IN PRIMARY SCHOOLS.\*

BY MISS CLARISSA B. WILLIAMS, NEW HAVEN.

In the September number of the CONN. SCHOOL JOURNAL may be found a very able article on the subject of School Incentives, by Mr. White of Ohio, in which he contrasts Natural with Artificial Incentives. "Natural incentives," he says, "are those which spring from the nature of the effort or acquisition, following success or attainment as a natural result, if not a necessary consequence." "Artificial incentives are those rewards or incitants which are thrust between the pupil and the natural results of his efforts." To this latter class belong the greater part of those we find to be most effectual in primary schools, employed for the purpose of arousing little children to a consciousness of their individual conduct or progress. Most emphatically would I commend this subject to your consideration.

Large numbers of children, previous to entering the primary school, have never been expected to judge of their conduct—have hardly given a thought as to whether they were doing right or wrong; notice, I do not doubt that any child of ordinary intelligence may be made to know the difference between obedience and disobedience, before he learns to walk, even. In too many cases instead of this training—if he be disobedient, the parent manifests his disapproval in a most significant manner, the child, meanwhile, giving vent to passion in screams, vying with the hyena—and thus the *government* (as these parents call it) ends. On the other hand, if the mother desires obedience, she coaxes with a stick of candy. Ere the confectionery vanishes the object is forgotten and Johnnie is subject to another paroxysm of "government." In this condition the child enters school. Where shall the teacher begin with, perhaps, fifty or sixty of these juveniles, to be entertained—to be governed—to be taught?

She may tell them to sit still for one minute, then give them some concert exercise; then, perhaps, expect them to sit quietly for two or three minutes, being careful to notice who were quick to obey, and who remained in the position the limited time—most of the children, from the novelty of the scene, obey—some incline to laugh, while one or two will commence a most pitiful cry and "want to go

home." Fortunate may the teacher think herself if the mothers of the one or two moaners are not by to encourage them in their lamentation. Do not think I have no sympathy with the little ones, who are, perhaps, for the first time in their lives, submitted to a stranger's care; but I think I am safe in stating what, in nine cases out of ten, those who refuse to be comforted by a few kind words from the teacher, are propelled by sheer willfulness. After having quieted these disturbances of the peace; what seems to me to assist the teacher most is to encourage those who have remained in order; it certainly takes no more time to speak to the well-doers than to those who have disobeyed. "Freddie has been so good, I put his name on the blackboard." Half the school are now sitting just right, hoping their names will find a place with Freddie's. A few more may be added, one at a time, and the interest continues. By-and-bye, one has been very troublesome—for a moment obeys. "What a good boy Patrick is getting to be! I am going to put Patrick's name in a new place on the blackboard, and a star against it. Now I want you all to look at the star and remember that it is Patrick's star." Now, P. may be a boy twice as old as any other scholar in the room, yet you would be astonished to know with what zeal many a P. has worked for a week or more with no greater incentive than this, knowing that as soon as he failed to do his duty his star must vanish.

Sometimes teachers use a small slip of paper with the word "extra" or "good" written upon it—a number of these being used to buy a card of some kind furnished by the teacher. This works well in most schools, and if wisely managed can be made to assist the teacher astonishingly. These and similar incentives, which seem small in themselves, will help to bring a primary room to the best of order. They may be considered stepping-stones to self-government, for the child is every day growing more and more conscious of the difference between obedience and disobedience. It requires the utmost vigilance on the part of the teacher, to see that these rewards are given impartially, for a single case of injustice on her part might become a serious drawback, which would be felt for days.

After having employed something of this kind for a while, I like the idea of asking children to think about themselves. If, for instance, the teacher should be conducting a general exercise—it must be a brief one, perhaps no longer than two or three minutes to commence with—she should say, "Give me your attention now; I shall ask you, soon, how

\* Part of a paper read at the annual meeting of the Connecticut State Teachers' Association, Oct. 23, 1874.

many have been looking at me all the time;" she must *see* who have not. Then, upon calling for the report, she must remind those who do not report correctly that they did not watch themselves closely, taking pains to encourage those who did, being careful to impose no penalty for the inattention they report, until she has the school where she can rely upon a correct report. The time may be increased from five minutes to fifteen, then to half an hour, and finally for a day.

Children like the idea of being trusted. Let them feel that they are their own monitors, each taking care of himself. Can you not see that this will lead them towards self-government, thus assisting them for a lifetime? The appointment of monitors as a reward for good conduct, or perfect recitations, is very encouraging to most children.

I have been in the habit for years of allowing all scholars who have not received a mark for misconduct for a week to have their names entered in a book, entitled the Roll of Honor: the names of scholars being found here four successive weeks being placed on the blackboard as Model Scholars. Among these model scholars the appointment of monitors is made. If this number fail to supply the demand, the remainder are taken from the Roll of Honor.

I have been requested to give some account of the manner in which the merit-cards are used in the New Haven schools. This small merit (exhibiting one) is given at night, in the primary school, and in many cases in higher rooms, to every scholar who has not received a mark for disorder during the day. For every five of these merits returned to the teacher—whether given in five successive days or not—the *five-merit* card is used, to be returned the day after receiving it. After having been entitled to five of these cards, the *twenty-five merit* card is used, also to be returned after one day's retention. After having received four of these *twenty-five merit* cards he is given a *one-hundred-merit* card, with his name and that of the teacher entered upon it—to be retained as his permanent possession. For two of these cards he is entitled to a larger certificate of this kind (exhibiting one), which he also keeps. You will see that this last, or two hundred merit-card required two hundred days of perfect attendance and deportment before it can be received. A monthly half-holiday is also allowed to those scholars who have not received a mark for disorder, absence, or tardiness for the month—the scholars being required to assemble at 2 o'clock on the afternoon of the half-holiday; after the at-

tendance is registered, those entitled to the half-day are dismissed—the other scholars being allowed to go, according to their marks for the month.

To assist further in securing attendance, we have a system which I think is observed in most of the schools. When on a half-day the boys are all present and in their seats at nine o'clock, or two, a star is placed on the blackboard against the word "Boys," also in the same manner for the "Girls." If all the members of the school are present, the "School" receives a star. Remember the star is not allowed if a scholar is absent, tardy, or dismissed during the session. When teachers interest themselves in this matter children catch the spirit, and good attendance is the result. In making out the "Weekly Report" to the Superintendent the number of half-days of perfect attendance for boys, girls, and all present, are always reported—also the total number of half-days perfect attendance for the year are printed in the Annual Report of the Board of Education of New Haven. Here also may be found the names of all scholars who have not been absent or tardy for a year or more; also the names of teachers whose rooms have secured one hundred or more perfect sessions throughout the school year. The last report contains the names of twenty-one teachers who have succeeded in this respect, the highest number of perfect sessions for "school" being 223—more than half of the 400 half-days of the school year. Three hundred and sixty-three scholars' names were entered who have been perfect in attendance one year or more—some names entered with four, five, and even six years attached.

The principal of one of the New Haven schools proposed as a remedy for tardiness, that the teacher keep a "Tardy Roll" on the blackboard. Enter on this the names of all scholars *not in their seats* at exactly the appointed time, and opposite each name the number of minutes late. Arouse an ambition among your pupils to keep this tardy roll *blank*. Contrast it with the "Roll of Honor," each scholar striving to crowd the one with names and to keep the other blank.

In employing incentives let us live over the days of our childhood. We cannot hope for success unless we show sympathy with our pupils. Let each child find in his teacher a friend—not, as many children seem to feel, an enemy, striving every moment to criticise and magnify faults that they may have the satisfaction of inflicting punishment. It is a very easy matter to dispossess children of this idea, if a few kind words are spoken at a proper time.

The teachers' burdens are sometimes hard to bear. Do not the pleasure and satisfaction of duty performed more than compensate for the trials?

"We would not feel the softness of the rose  
If the thorn pierced not."

Let then our first object be to arouse children to the importance of a thorough knowledge of themselves; striving to teach them self-government; interesting them in every lesson, and endeavoring to lead them to where they may love the path of duty.

LET a pupil early learn to help himself; to have confidence in his own ability to acquire knowledge. Let him feel that there is in him something that can discover; that, deprived of books and teachers, he can go on acquiring by virtue of indwelling capacity. Socrates, when he would demonstrate that the soul has knowledge in itself, calls to him an intelligent boy, and propounds to him a problem in geometry. The astonished lad asserts his ignorance. Socrates proceeds to trace in the sand a diagram, and begins a series of interrogations respecting the lines which illustrate the problem. The boy is drawn on, step by step, from the known to the unknown, making his own deductions, and correcting his own errors, until the subject unfolds itself, and in full possession of the truth, he stands before the sage in a rapture of wonder. Happy the teacher who can say, with Socrates, "You see I tell him nothing; he goes on toward the truth, but I do not teach him; he finds it in his own mind." This is true education.

—Mary G. Burdett, in Illinois School Master.

How doth the little busy chap  
Forget about his school,  
And rack his brains to find a trap  
His schoolmates all to fool.  
  
How skilfully he makes his "sell,"  
How plausibly he lies;  
How jeeringly he gives a yell  
When'er he draws a prize.

The locust can be heard a sixteenth of a mile, An ordinary man will outweigh fifteen thousand of them. Were his voice proportional to his weight, as that of the locust, he could make himself heard over one thousand miles.

A flea weighs less than a grain, and leaps a yard and a half. Were a man of 150 pounds weight possessed of equivalent agility, he could spring from the dome of the Capitol at Washington to China, in a single leap! Evidently, man has yet much to learn before he can lay claim to the physical championship of the universe.—*Appleton's Journal*.

## THE CONN. SCHOOL JOURNAL.

Office, No. 7 Insurance Building, opposite Park.

NEW HAVEN, CONN., NOVEMBER, 1874.

### EDITORIAL.

THE attendance on the late meeting of the State Teachers' Association was very good, as compared with former occasions, especially in view of the less favorable arrangements now existing in regard to accommodations. The two or three hundred there assembled, however, formed quite too small a part of the three thousand teachers of the State. It would conduce greatly to the excellent purpose of these meetings, and doubtless be also a benefit to themselves, if those who habitually stay at home on these occasions would hereafter make an exertion to be present frequently if not regularly. What a noble, inspiring gathering we might have if even one-half our number could make arrangements to be present. There is a certain moral power put forth by the mere numerical strength of such meetings, of which we have by no means yet reaped the advantage.

It does not appear that the division of the Teachers' Association into sections has really proved conducive to the best results. While this plan, of course, accomplishes its main object of permitting more topics and more speakers to be introduced, it is at least an open question whether this advantage is not more than counterbalanced by very serious disadvantages. Of several drawbacks to the excellence of this plan we may mention two: the feverishness and restlessness created in the audiences as they tend to vacillate in choice from one room to another—to "swing" again and again "around the circle." This occasions a constant disorder, very annoying to the speakers, and none the less so to those who desire to give a steady attention. This unpleasant feature was very marked in our late meeting. The second drawback is the loss of good papers to many of the teachers who desire to hear them, by their being delivered at the same time with other equally interesting papers in another section. There is such a unity of aim, of nature, and of interest in the various departments of teachers' work, that a good practical paper in any department will contain suggestions profitable to instructors in all departments, so that all papers may be read profitably before the entire body of assembled

teachers. We hope that the matter may be brought up before the whole Association at some early day for full discussion on its merits.

THE papers read before the Association were for the most part able and valuable. We hope to present several of them to our readers, and thus to preserve these articles for future reference. Some of them will be found in the columns of the present number.

THE American Institute of Instruction has seemed to be somewhat on the wane for a few years past. This year a spirit of revival has sprung up in its ranks. Its threatened decay has been arrested by a determined effort. We hope and believe this will prove, not the mere galvanizing of a corpse into post mortem activity, but a new lease of vitality in that time-honored body.

WHEN an ordinance officer is operating on some distant target he considers it his duty to ascertain carefully the effect of each shot, that he may not continue any ill-directed firing. With field-glass in hand he decides whether he may be shooting over the heads of his foes, or whether his shots are falling short of their aim. In his next efforts he acts accordingly. Good teachers also will always contrive to have some field-glass in hand by which they will find out whether they are firing their weighty instructions successfully at their pupils, or whether a more careful adjustment of their words is necessary to prevent their firing over the heads of the objects of their aim. There are too many teachers who fire away quite blindly, sure that they must take effect because their ammunition is first-class and their aim a skillful one. But without a careful scrutiny into the exact results following continuously upon successive efforts to teach, it will be found that the walls of ignorance have not been extensively crumbled down.

LADY teachers, even more than other ladies, are under obligation to be governed by good sense in the matter of dress. How can one go to his duties every day with that animation, spring, and sparkle which are needed to create an inspiring, healthful, stimulating atmosphere in the school-room, if her lungs are encased in close-fitting corsets that drive the blood to her head and face, clogging and confusing the brain, and oppressing and wearying her in the very beginning of her hard day's labor? If she will persist in thin shoes and thinner cotton

stockings in the frigid season, she must have tender feet, watery eyes, a red nose, catarrh, and headache, and be stupid and irritable in temper. How can she be lovely or expect to win the love of her pupils? How can she be happy and comfortable herself, or create comfort and happiness around her? Nothing is so important to the teacher as sterling common sense, and common sense, or the want of it, is pretty sure to assert itself first in the dress and care of the person.

UNDER the caption "International Communication by Language," Philip Gilbert Hamerton, of London, discusses in the *International Review* the possibility and propriety of making choice of some one language which shall be adopted universally as the medium of communication between educated people of all nationalities. Never has there been a time in the world's history when people of different tongues were brought so much in contact. Never was there so much occasion for international communication, and never such lack of the means of carrying it on.

An ancient Roman gentleman could go to any part of the world that he would wish to visit, and hold intercourse easily with his equals, either in his native tongue, or in his thoroughly acquired Greek. When the Italian philosopher Giordano Bruno visited the University of Oxford in 1584, and was discoursing at the supper table upon the theory of Copernicus, as he could not speak the English easily, by common consent the conversation was carried on, in the most animated and agreeable manner, in Latin. When Montaigne and Milton traveled they could converse with men of culture wherever they found themselves. The Latin was a practical medium of communication to the educated men of those times, but its use for that purpose is now practically lost. People visit foreign countries and learn only what they can see with their eyes. They see Switzerland, but not the Swiss; Italy, but not the Italians. To remedy this difficulty some have speculated on the feasibility of creating an artificial, universal language, not to be adopted for home use but only to be used by educated people of all countries for international communication. To this plan there are numerous objections.

It is believed that such a language would be pretty surely hard and inflexible; that it would be "wanting in those rich resources of expression by phraseology, which comes from experience alone." "You might invent the words," it is said, "but you could not invent the thousand happy turns of

expression that convey so much more than the words themselves." The alternative is to adopt some already existing language. The suggestion is made that the modern Greek should be the chosen tongue. This is still near enough to the old Greek for our study of the ancient language to prepare us for the modern one. It is habitually spoken by living men. Schools might be established at Athens that would at least regulate the pronunciation of the universal language, and no other language is so well adapted to the expression of new ideas. If it is coming to this, those colleges that have been crowding the Greek further and further into the sharpest corners, may find themselves called upon to revise their curriculum.

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GEORGE F. DUNCAN, Nos. 187 and 189 Cherry st., New York, is moving in preparation for taking a party of about one hundred tourists, next summer, on an excursion to the "Mediterranean, Holy Land, Egypt, the Crimea, Greece, and intermediate points of interest." Time of absence about five months, leaving New York about June 1st. Price of passage \$1500, in currency. Estimated expenses when on shore \$5.00 per day.

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#### STATE TEACHERS' ASSOCIATION.

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##### TWENTY-EIGHTH ANNUAL MEETING.

On account of the present method of holding several cotemporary meetings of the Teachers' Association in sections, we were able to make personal observation of only detached parts of the exercises. We shall be obliged therefore to draw largely upon the excellent reports of the daily press for the statements given in our brief report. But it would be quite impossible, in any case, to give within our brief limits any adequate account of the many interesting things said and done at these gatherings.

The meetings this year were all held in the Hill-house High School building, New Haven. The broad stage and large hall of this school proved to be well adapted to the needs of the occasion, whenever the Association was convened as a whole in one room. The separate Sections held their meetings in some of the High School recitation-rooms. An arrangement of bells, struck in unison all over the building, made all the exercises prompt and synchronous.

On Thursday evening, Oct. 22d, the Association was called to order by the President, Mr. H. C.

Davis. Prayer was offered by Rev. John E. Todd. A lecture of much interest and weighty import was then delivered by President Chadbourne of Williams College. The subject was "The Waste of Labor in the Work of Education."

He asserted that there is waste first, from imperfect teaching. Bad habits are allowed to be contracted by students which last a lifetime. We suffer our pupils to learn, as a boy would make a stone fence,—all at hap-hazard, with results of a straggling heap where there should be a wall. This slovenly habit of acquisition sticks through life. We should rather study not only to accumulate information in our pupils, but to cultivate in them clearness of thought, accuracy of conception, and precision of expression.

A second source of waste is the teaching of unimportant things. Text books are crammed with details, of value only in later research. They must be cut down one-half or more; we need clear, terse, outline text-books.

Thirdly, it is not meant that we should teach less, but more valuable matter, that our whole force should be spent only on what is valuable.

Fourthly, the plea is made that the learning of these useless things is excellent discipline; that "it is good to be afflicted." Well, so it is, but the whole of the world's framework is arranged to give affliction in such liberal measure that we need not go out of the way for it. It were good exercise to cut down oaks with stone hatchets, but axes of the best steel would cut down more oaks, and it is the best steel that our day must use; whole schools are often made treadmills, wanting spontaneity, and the best work. Up to fourteen the child should study only lightly, in simple arithmetic, geography and natural science, with so much training in geography and history as will make newspapers intelligible, and with so much general reading as will give an appetite for good literature. But in the main, what is taught should be in quantities only to create an appetite, and the rest of the child's energy should be put upon physical development, which again should not be overstrained, while the body is freed from all strain and exposure.

A fifth source of waste consists in wrong classification in schools. Perfect grading is difficult in country schools, but the spirit of it should be carried in the teacher's mind, and animate his work.

A sixth evil is that of clinging to worn-out methods, because successful men have used them; illustrated well, by the way, the Linnean System of Botany was clung to long after it had become effete;

and also the habit of having morning prayers before daylight in our colleges.

There are, seventhly, two sources of waste in work for which the teacher is not responsible: first that of dullards, sent into high classes or high institutions, who can never succeed. The dullard should be cared for, as the blind or the dumb, but he should not be sent, to be a dead weight to teacher or class, into a place too high for him. The other source of waste lies in parents suffering pupils to be absent much from school, or to enter invariably late in the term: either practice works great friction and waste of force.

There are, eighthly, two sources of waste for which the teacher is responsible. The first is want of enthusiasm in teaching. He who lacks this should stop at once. The work he elicits is drudge-work and goes for little. The other source of waste is neglect in inculcating essential moral principle with other teachings. When that is not brought in, one prime element of power and vitality is left out.

It is for us as teachers to learn our profession, to study more and more for perfection in it ourselves, and for perfection in the knowledge of the practical application of that knowledge, and it is for us to carry into our work a high enthusiasm which shall not only sustain us but be half the battle in the way in which our pupils shall catch it as by a gracious contagion.

The usual Committees were then appointed by the President as follows:

*Enrollment*—Section 1—H. E. Sawyer, Middletown; P. S. Bryant, Thompsonville. Section 2—L. L. Camp, New Haven; J. C. Stockwell, Hartford. Section 3—Miss E. M. Goldthwaite, New Britain; Miss A. L. Curtis, Hartford.

*Nominations*—J. D. Whitmore, New Haven; S. B. Frost, Danielsonville; A. Morse, Hartford; J. D. Wheeler, Willimantic; S. J. Sutton, South Norwalk; A. B. Mather, Meriden; J. B. Lathrop, Norwich.

*Resolutions*—W. B. Dwight, New Britain; Jos. Gile, New Haven; J. H. Peck, New Britain; J. G. Lewis, New Haven; N. L. Bishop, Norwich.

*School Journal*—H. E. Sawyer, Middletown; E. B. Jennings, New London; J. D. Ferguson, Stamford; I. N. Carleton, New Britain; B. G. Northrop, New Haven; Park Hill, Bridgeport; A. Parish, New Haven; Joseph Hall, Hartford; J. A. Shores, Suffield; Mark Pitman, New Haven; F. F. Barrows, Hartford; H. W. Avery, Meriden.

After a solo by Master Nichols, the evening session adjourned.

At 9 o'clock, on Friday morning, the proceedings were opened by a prayer offered by Rev. R. P. Hibbard, of New Haven.

The Secretary, Mr. Ralph Park, was, at his own request, excused from reading the lengthy report of the preceding meeting.

The President added Mr. Somers, of Hartford, to the Committee on the *SCHOOL JOURNAL*, and appointed as the Committee on Teachers and Teachers' Places, Messrs. Beales and Corbin, of Hartford, and Fellows, of Wolcottville.

The several sections then repaired to their appointed rooms of assembly in the commodious and exceedingly elegant building of the High School.

#### SECTION FIRST.

In the first Section, the presiding officer was Mr. T. W. T. Curtis, of New Haven. The opening lecture, by Mr. Park Hill, Principal of High School, Bridgeport, on "What Range of Studies should our Public Schools Embrace?" was very creditable to the speaker, and was well received. We have the pleasure of giving it entire in our general department. It was followed by another valuable paper by Mr. S. B. Frost, Principal of High School, Danielsonville. His subject was the "Study of the Natural Sciences in the High School." We hope to be able to print this document hereafter, and will simply state that it, called in question the hitherto indisputable sway of classical and mathematical studies in our schools and colleges. These studies seem to be so thoroughly regarded as the only potent means of mental discipline and culture, and so largely incorporated into the daily work of our past and present educational systems, that it seems like desecration either to question their claim or to ask them to grant an equal share of the honor and credit to a younger aspirant standing forth boldly and demanding, and in many instances receiving, its lawful rights. The speaker proceeded to analyze carefully the actual potency of these classical studies in promoting culture. He showed that much of the work laid to the classics is better done by the studies of natural science, and urged strongly the claims of the latter to stand on a par with classical branches in the curricula of our higher schools.

He also gave some good practical advice in regard to the best methods of teaching natural science as also of purchasing apparatus.

President Porter, of Yale College, then delivered an address on the "Course of Study Preparatory to College." There was a general desire on the part of the teachers present to hear this address and they were not disappointed. It was worthy of the eminent scholar who delivered it, and it is our intention to publish it in full in the next number.

After the noon recess, the exercises in this

department were concluded (commencing at 2 P. M.) by a paper on "The Lecture versus the Text-Book" by Mr. E. C. Winslow, Principal of the Morgan School, Clinton.

As we are expecting to obtain the whole of this paper for our readers, we will not attempt any abstract of it.

#### SECTION SECOND

was in charge of W. S. Crosby, as presiding officer. The opening exercise was by Mr. F. A. Brackett, Principal of the Barnum School, Bridgeport, on "The Sanitary Condition of the School; how should it be provided for?" "The question of health is always a most important one, whether we consider it in its bearings upon the individual, the school, or the community. The greatest gifts of mind or of wealth are of little value without a healthy body with which to enjoy them. This subject is of especial importance to the young, for oftentimes in youth are sown the seeds of disease, which bring suffering and early death. Habits are formed which entail weakness upon manhood and cause lifelong sorrow. Thousands squander in youth the strength which should have been kept for the real work of life. We are furnished in the beginning with a certain amount of vital force upon which we may draw. If we waste this vital force in childhood, we shall have so much less for maturer years. If we use it aright, we shall have sufficient for hale, hearty old age. When we consider that every violation of nature's laws brings its punishment as surely as effect follows cause, and that continued violation brings pain, disease, and premature death; and when we consider that the future happiness or misery of an individual is dependent in a great degree upon the condition of the health, we begin to appreciate the importance of this subject. When we reflect that the human body is the most perfect and complete and wonderful specimen of God's creative power, the abode of an immortal soul with almost infinite capacity for happiness or woe, whose highest development is attainable only in a body in perfect health, and when we reflect that the moral welfare of this soul depends in a great degree upon the state of the body, we see still more clearly its vast importance. God has given us all important duties to discharge in life, and the ability to properly perform them well, depends on the manner in which we use the strength he has given us." He stated that "the sanitary condition of the schools depends more upon the parents of the pupils and upon the school building than upon the teacher," and sustained it by thoughtful ideas well expressed.

He concluded by urging the duty of making the schoolroom a pleasant, cheerful place, and that the scholars be kept interested in their work.

After a few remarks by Mr. M. S. Crosby, Mr. George R. Burton, Principal of Washington School, New Haven, discussed "The High Pressure System in American Schools." He called attention to three features tending to produce that over-wrought intensity so prevalent in American schools to-day. The first is the multiplicity of school studies taken in connection with the diminution of school time. Second, the adoption of a vast amount of machinery and routine. Third, the close confinement in fixed positions which scholars are made to undergo, merely to give the school a better appearance. Under the limits of time he treated only of the first head. The chief remedy he suggested was the cutting down of text-books and instructions to the few important principles, leaving details for a future mastery as occasion might demand.

Rev. Dr. A. D. Mayo, of Springfield, Mass., said the object of the common school was to make good American citizens, and to obtain a knowledge which will carry them through life. He would have the children so taken care of as to insure healthy bodies.

Mr. F. F. Barrows, of Hartford, spoke his concurrence in the sentiments expressed.

Hon. B. G. Northrop remarked that less blame for failure to produce results should be charged to the schools, and more to the manner of bringing up at home.

The afternoon exercise in this department consisted of map-drawing by a class of about one hundred pupils, under the supervision of Mr. L. L. Camp, of the Dwight School, New Haven. The work was done in a manner highly creditable to both teacher and class, and very entertaining to the audience.

#### SECTION THIRD.

This section, which had reference to primary teaching, had for its presiding officer Miss Celeste E. Bush, of the State Normal School at New Britain. After a few apt preparatory remarks, Miss Bush introduced Miss N. E. Winton, of the South School, Hartford. This lady conducted a class of children, averaging perhaps nine years of age, in some pleasant exercises of object-teaching. The particular object under consideration was the eye. Miss Winton skilfully drew out from the class by an ingenious series of questions the names of the various parts of the eye, which names were then written upon the black-board and spelled by the pupils.

At the close of this exercise Rev. Dr. Mayo, by invitation of the presiding officer, made some interesting remarks, somewhat as follows: "The great fault which I have noticed in the system of object-teaching, is the idea that object-lessons are regarded as a little lesson given for relaxation or an amusement for the children. I claim that it is the only natural way for a child to be taught. The old-fashioned way was to take the child into the school room, shut him out from nature, and try to teach him from a book containing characters of whose meaning he has not the slightest idea. I think the way in which the first year at school should be spent should be by taking the child and teaching him in a manner so that when he leaves the school at the close of the session he will be able to appreciate the large and grand universe which has been opened for his instruction by Almighty God."

Miss C. B. Williams, of the Training School, New Haven, followed with a paper on "Incentives in the Primary School," which will be found in a condensed form in the present number of the JOURNAL.

Additional remarks on this subject were made by Prof. H. N. Camp, of New Britain; Mr. N. A. Calkins, of New York city; and Mr. A. Parish, of New Haven.

Miss Elizabeth P. Peabody, of Cambridge, Mass., then spoke at some length on "The relation of the Kindergarten to Primary Schools, and what Teachers ought to know about Fröbel's System." Her remarks covered much ground both in regard to Fröbel's life and system, and contained much valuable information for teachers. As the much-respected lady's voice was obscured by a severe cold, her remarks reached the audience in a very disjointed way, and it would be impossible for us to give any creditable report of them.

Mr. N. A. Calkins, Superintendent of the Primary Schools of New York city, then contributed an interesting paper on "Aims in Primary Teaching." He affirmed that there is no part of the educational field in which there exists so great a necessity for the laborer to understand the character of the material on which the labor is expended, as the primary. The condition of the children when they enter the school is an important point. The first aim of the teacher should be to ascertain the extent and character of the mental growth of his pupils, and, as activity is a law of childhood, to furnish them constant occupation. The second aim should be to lead them to form habits of continued attention.

#### GENERAL SESSION.

At half-past three o'clock the Association met in

general session in the hall, which was crowded to its utmost capacity.

A series of musical exercises, choruses, sight-singing, &c., were conducted by Prof. B. Jepson, instructor in vocal music in the public schools, New Haven. The class consisted of members of the New Haven High School. The results were very creditable to the well-known instructor.

Mr. D. P. Corbin, Principal of the Asylum Hill School, Hartford, followed with a paper entitled on the programme, "Supervision," but which, as he announced, was on a somewhat different subject. He said that "the proper supervision of school matters, and the proper appreciation of school benefits, are two important elements necessary for the growth and progress of education. However much the cost of school buildings and school property may be, it amounts to but little if the children do not regularly attend and in full force. The whole number of children in the public schools of Connecticut has been greatly inflated. While in reality there were last year 1,500 scholars in the Hartford schools, the number which appears in the report is 3,000. The speaker deplored the fact of the great number of children who do not pretend to attend school, but are permitted to grow up in vagrancy, forming habits of vice which are likely to cling to them through life; and showed that out of one hundred children only forty-eight receive the benefits of education. The attendance since 1871 was decreased materially. In Massachusetts about fourteen more children in every one hundred are found in the public schools than in Connecticut. It was in consequence of the free-school law, the speaker thought, that there had been this gradual falling off in the attendance of children at the schools. The remedy is the proper appreciation of education. We need to have it preached thoroughly in every town in the State; and by correct supervision the improvement desired will be made. Although the speaker did not exactly urge compulsory education, he wished proper steps to be taken to secure in the schools the whole number of children. The names of the youthful vagrants should be given to prosecuting officers, and in that way they would be compelled to enter school. Benevolence should be used in bringing these children forward. Once in school there should be inducements held out to attend regularly; the number of days a scholar had been tardy or absent should be noted, and a report made at the end of the term.—The next step to be taken, after having secured this full attendance, would be to have superior teachers

and superior modes of teaching. Partiality, one of the worst evils among teachers, should be entirely rooted out. In their bearing toward the scholars they should neither be influenced by religion, nationality, or any other cause." At the conclusion of the essay Mr. Corbin offered the following resolution:

"Resolved, That the present low condition of education in Connecticut strongly demands most vigorous educational impulse."

Mr. A. Parish remarked that this is an important subject, and that these facts, if true, should receive serious consideration.

Hon. B. G. Northrop said that he was glad to have the fullest examination of this point, and the utmost freedom of expression and of suggestion in order that we might eradicate by mutual co-operation the great evil of illiteracy. He gave a few reasons why, in matters of education, Massachusetts might seem to stand ahead of Connecticut. One very important reason was that Connecticut was without the large number of high schools existing in Massachusetts. In the latter State there were about one hundred and fifty high schools, each town in which there were five hundred families being provided with one; while here graduates from the lower grades of schools are many times obliged to go away from home if they strongly desire a higher education, and often cease their study at this point because of the inconvenience and expense attaching to an education in another town. Besides this Connecticut has proportionately to its size more manufactories, and a larger foreign population than Massachusetts. Education in this State is also retarded by a large influx of French Canadians, a most ignorant class, who, knowing nothing of the benefits of education, are perfectly indifferent to it, permitting their children to run at large.

The resolution of Mr. Corbin was then adopted.

The report of the Committee on the SCHOOL JOURNAL was read. It recommended the merging of the CONNECTICUT SCHOOL JOURNAL into the proposed *New England Journal of Education*, and that the Messrs. Northrop, Parish, and Chatfield, with the three editors of the SCHOOL JOURNAL, be appointed a committee with full power to act for the Association in the matter of a school journal. The report was accepted, and the committee appointed as recommended. The afternoon session was then adjourned.

In the evening the Association met at half-past seven. Mr. Joseph Gile, chairman *pro tem.* of the Committee on Resolutions, read the following:

Resolved, That we, constituting the twenty-eighth annual convention of the Connecticut State Teachers' Association, do recommend the omission from our school text books, or from their use by our teachers, of many of the non-essential or less essential matters of detail now generally introduced, to the end that room may be made for studies more important to the pupil.

Resolved, That we recommend the adoption of some well-digested and systematic course of scientific instruction more comprehensive than any now in use in our public schools.

Resolved, That we advise our teachers to make themselves better acquainted with the Kindergarten system of instruction, with a view to the possible introduction of some of its best features into our primary schools.

Resolved, That the thanks of the Association are hereby gratefully tendered to the following persons: to the local committee for their valuable services, which have contributed largely to the success of the meeting; to the proprietors of the New Haven hotels, who have generally adapted their fares to the convenience of the assembled teachers; to the officers of railroads granting free return tickets; to the Board of Education of the city of New Haven, for the use of the High School building; to Presidents Porter, and Chadbourne, Mr. George T. Angell, Miss Elizabeth P. Peabody, for their valuable addresses; and to our retiring officers, Mr. H. C. Davis, who has so diligently provided for and so ably presided over our meeting for the last two years, and Mr. Ralph H. Park, whose duties as Secretary, for the past four years, have been performed with the most creditable zeal and success.

The report and the resolutions were at once accepted.

The committee on nominations reported as follows: President—Ralph H. Park, New Haven. Vice Presidents—W. B. Dwight, New Britain; Mrs. T. W. T. Curtis, New Haven; Miss Mary J. Miner, Bridgeport; H. E. Sawyer, Middletown; J. B. Lathrop, Norwich; Miss Mary B. Palmer, Danielsonville; M. Spaulding, Rockville; and C. L. Fellows, Wolcottville. Secretary—D. P. Corbin, Hartford. Treasurer—Park Hill, Bridgeport.

These nominations were accepted and the persons nominated elected.

The report of the treasurer, Mr. J. C. Stockwell, was presented and accepted.

Mr. T. W. T. Curtis offered the following resolutions:

Resolved, That, by the death of Mr. Samuel M. Capron, late Principal of the Hartford High School, this Association has lost one of its most beloved, useful and honored members.

Resolved, That we contemplate, with grief not easily subdued, the early death of one so eminently gifted for noble work as a teacher.

Resolved, That, in his professional devotion, in his zeal for the best self-culture, in his loving and gentle, yet strong and manly nature, and in his earnest Christian character, his life has for us all the force of an example well nigh faultless.

Resolved, That we cherish his memory as of a brother beloved; as of one who knew how to do good work, and did it; of one who loved his pupils, and they knew it; of one whose life was a constant honor to the name of scholar, teacher, man, and Christian; of one who, having well finished a good work on earth, has surely gone to receive his reward from the loving Master of us all.

Resolved, That a copy of these resolutions be furnished by the Secretary to the family of Mr. Capron and to the CONNECTICUT SCHOOL JOURNAL.

Mr. Curtis spoke as follows:

These annual assemblies of ours offer us not only profit but pleasure. One of their strongest attractions is the friendly reunions and greetings to which they invite us. No little of the profit these meetings give us is in the renewed inspiration and courage we get, as we set ourselves shoulder to shoulder once more, with strong and trusted fellow workers. How eagerly, as we gather, we look for the familiar face of one and another, who have won our respect,—our faith, perhaps,—our love. At our meeting a year ago, no one commanded more attention and respect for

his prominent and useful connexion with our sessions than Mr SAMUEL M. CAPRON, at that time Principal of the Hartford High School. We miss him to-night; all earthly places which his labor has made memorable will miss him evermore. In a life, comparatively short, he wrought a work whose record is in heaven, and in the hearts of men, the wide world over. For his pupils now are in all the earth, and from them all there comes to his grave a common tribute of reverence, gratitude and tears. And yet there is more cause for joy that such a man has lived, than for grief that such a man has died. For through all the ages there shall be an ever increasing number who shall live a better, a nobler life, because he has lived. Thus endlessly reproductive is the power of a single beneficent life.

This is not the occasion, nor these brief moments the time to attempt any adequate tribute to Mr. Capron. He was a man so complete, of so many rare gifts, that any brief endeavor to do him justice would be sure to do him wrong. In his excellence as a teacher, he was almost unrivaled. As illustrating this, I here recall the testimony of an early pupil who, having graduated at Yale, afterwards graduated at the leading university of Germany and then studied at Oxford. Said he, "I have never known Mr. Capron's equal as a teacher, in any institution either in America or Europe." But it was the brotherly heart and life of the man which won for him, apparently unconscious of it, the loving devotion of others, to a degree I have never seen equaled. To this lovingness of nature he added the purity of woman, the courage and strength of the sturdiest manliness, a wisdom that seemed born more of divine inspiration than of human calculations. Indeed, such were the beauty and strength of his life, that it filled, like an atmosphere, the city of his home—all hearts were his. In the homage of their love and respect, he had no rival. The tidings of his death carried to every home a sense of personal bereavement. The language of the city press and pulpit was—"It is a public calamity." "We could have better spared any other man." The city had worn no such aspect of universal sorrow since the day when Lincoln went to his burial. And when that great assembly gathered to render their last tearful homage to the memory of their beloved dead, their stricken hearts responded to their approving judgments, as, amidst the abundant floral offerings, they read the simple but fitting words—"Mark the perfect man!" To the memory of him, thus worthily revered and loved, we would, to-night, record the tribute of our respect.

Prof. Wm. G. Sumner, of Yale College, on seconding the resolutions, remarked:

MR. PRESIDENT:—I consider it a privilege to be allowed to second these resolutions. I was one of the oldest of Mr. Capron's pupils, for I was in the Hartford High School when he began to teach there, and it is a pleasure to me to be allowed to express something of the feeling which I know animated all his old pupils, wherever they were scattered; although they, like me, were unable to return and testify their affection at his grave.

I may also venture to answer for a more limited circle of his pupils—those who have become teachers themselves. It is one of the greatest rewards a teacher can enjoy to know that his pupils, themselves become teachers, are perpetuating his methods and traditions of education, and thus carrying on his influence to recenter generations. It is also one of the highest tributes that can be offered to the memory of a teacher for his pupils, themselves become teachers, to acknowledge that they have referred back the difficult questions of discipline and practical policy which perplex them to the remembered policy of their own teachers. I am bound to acknowledge, not to satisfy the requirement of the occasion, but because it is true, that Mr. Capron's example in this respect has been of great value to me, and I know that it has been so to others of his pupils also who have become teachers. I never knew a man who manifested such wisdom in the management of his relations to his pupils. He affected no peculiar dignity or reserve; he did not

need to hedge himself in any artificial protection of that kind in his relations with his pupils. On the contrary, he was easy and familiar, but without sacrificing the least respect, or ever giving room for any mistake in regard to his position and what was due to it. The youngest and most inexperienced could never make any mistake in this respect, but rather learned, from intercourse with his teacher, at the same time how to respect others and command respect for himself. Mr. Capron's discipline, therefore, while it was thorough, and I may say severe, was attained without friction. It never chafed his pupils, but was consistent with their affection.

His example has always risen before me, also, as a proof of the value of high breeding in an instructor. There is no arena in the world like the schoolroom for the exercise of high and severely trained virtues, just as there is no arena like it for the action of the contrary vices. A school gains an organic life; it creates an atmosphere of its own, which exerts an educating power on every child who enters it, and what that influence shall be depends on the character which presides over it. It is not by labored precepts and explanations, nor by petting and coaxing, nor yet by school machinery of marks and discipline that we can create in a school the atmosphere which we desire, or start those traditions of fidelity to duty, truthfulness, honor, and noble ambition, which, if they once become well founded in an institution, are priceless. I knew of only one way in which these high virtues can be taught. I owe it to Mr. Capron's example that I believe that they can be taught in the daily life of a faithful teacher. When I look back upon my own school days, recall the thousand incidents of the school room, and remember also my school mates on whom his influence was distinctly apparent, I know that he wrought a work upon us which no examinations ever could bring out, but whose effects will be far more valuable than our book knowledge, wherever we may be scattered, as long as we live. It is fitting, therefore, that we, his old pupils, should acknowledge our debt to him, and our love for him; it is fitting that the city in which he lived should declare its inexhaustible gratitude to him, and it is fitting that his name should be mentioned with highest honor in this assembly of the profession which he adorned.

Mr. Geo. T. Angell, of Boston, then addressed the assembly on "The importance and methods of teaching kindness and merciful treatment of dumb animals." There was quite a commingling of sad dening descriptions of the sufferings of animals at the hand of man, with witty remarks and apt suggestions to teachers as to their duty in this regard.

Dr. Mayo made a short address on the consolidation of the primary and grammar departments of schools, believing that they should be so managed that children will not only leave their studies well learned in that knowledge commonly set down for them, but with an education which would fit them to meet the world fully.

Mr. Ralph H. Park, the president of the Association for the ensuing year, next made a short salutatory address, after which the doxology was sung, and the convention adjourned *sine die*.

The supreme court of Ohio has decided that sending a dun to a man on a postal card is unlawful as well as saucy.

## BOOK NOTICES.

SHAW'S NEW HISTORY OF ENGLISH AND AMERICAN LITERATURE. Prepared on the basis of Shaw's Manual, by Truman J. Backus, A.M. Published by Sheldon & Co., New York.

This is one of the few books on the subject, peculiarly adapted for public school use. We can heartily commend it to our teachers. It does not pretend to be an elaborate treatise upon all of the collateral subjects involved in an extended study of the subject. But in a simple, concise, and logical manner, it presents an outline history of our English Literature. It shows the growth of the language, and dwells upon the lives of those writers who have most largely contributed to its higher development.

The criticisms are just, and the works of the best authors are so commented upon as to incite interest on the part of the student to read and study for himself. A charming feature of the work is the careful classification of writers and writings. This is rendered happily objective by the use of diagrams, which also serve as resumés of the various topics.

A MANUAL OF MYTHOLOGY. By Alexander S. Murray, Department of Greek and Roman Antiquities in the British Museum. Published by Scribner, Armstrong & Co., New York.

This is a book that we are very happy to put in our library, and is a desirable work for any family where there are young readers to be educated. The literature of our language abounds in words, figures, and allusions that can only be fully understood by one who has studied the religions or mythologies of Greece, Rome, Egypt, the Hindoos, the old Germans, and the Norsemen. A former edition of Murray's Mythology had a large sale by reason of its beauty and excellence. The present edition is in still handsomer style, there is a larger number of illustrations, and it is enriched by additional chapters on Eastern and Northern mythology. Forty-five plates; \$2.25.

SHELDON'S FOURTH READER. New York: Scribner, Armstrong & Co.

We examined, first, the mechanical and artistic execution of this book, and found it printed on fine, white paper, in large, clear type, with abundant and beautiful illustrations, and well bound. We next turned over the pages to look at the selections. Attached to the pieces we read the names of a number of the best authors in our language. We noticed the great variety in the selections from both prose and poetic writings,—oratorical, descriptive, narrative; grave and gay, lively and serious—touching a multitude of subjects. We then handed the book to two of our little friends, and observed that each clung to it as to a romance until they had read almost every page in it. That was enough. We give our vote for this book.

ELEMENTARY GEOGRAPHY, Taught by means of Pictures, Charts, Maps, Diagrams, Map Drawing, and Blackboard Exercises. By James Monteith. A. S. Barnes & Co., New York and Chicago. Price 80 cents by mail, post-paid.

Several of the good points in this book are noted on the title-page as quoted above. The text is well and sensibly written, the suggestions in fine-print to teachers and pupils are full of good sense, the pictures teach a great deal, the topical reviews and diagrams are well conceived. Possibly too much is attempted for a first book in geography. We would be proud of a class of Grammar School pupils who had completely learned all it contains and suggests. If taken as a first book, it may be used a long time.

COMPLETE ARITHMETIC, Theoretical and Practical. By William G. Peck, LL.D., professor of Mathematics and Astronomy in Columbia College and the School of Mines. A. S. Barnes & Co., New York and Chicago; 1874. By mail 90 cents.

The design of this book is to furnish in a small compass "all the principles of arithmetic required by the student, the man of business, and the artisan." The author has shown his practical acquaintance with the business of teaching by rejecting much superfluous matter that encumbers too many arithmetics, and by the simple, concise, common-sense character of his definitions. There is an abundance of examples for practice, and not too much of explanation and demonstration. In these respects the book contrasts favorably with some others.

AN INTRODUCTION TO ALGEBRA. By Edward Olney. Published by Sheldon & Co., New York City.

One of the neatest books of its kind in respect to both the publishers' and the author's work. The binding and the choice paper and print make it very attractive. As the title shows, it does not go much beyond the outlines of the various topics, yet it takes the student into radicals and quadratics. It is a model for simplicity, clearness, and correctness. Its treatment of exponents, integral, fractional, and negative, is admirable. The book is worth getting for this point alone.

A HIGHER ARITHMETIC. By G. B. Quackenbos, LL.D. Published by Appleton & Co., New York city.

Intended for the use of high schools, academies, and institutions of similar grade. To meet the present popular demands, there is an attempt made in this book to introduce the practical method of calculation, etc., used in business houses. This excellent intention is not, however, in our opinion, carried out to any adequate degree in this arithmetic. This number of Quackenbos' Mathematical Series is a very fair text-book for classes.

A MANUAL OF ARITHMETIC. By Wm. G. Peck, LL.D. Published by A. S. Barnes & Co., New York and Chicago.

Intended as a manual of instruction for those need-

ing sufficient arithmetical knowledge for business purposes, without having time for an extended course. The name of its author is a sufficient guarantee of its excellence.

AN INTRODUCTION TO THE STUDY OF GENERAL BIOLOGY. By Thomas C. MacGinley. Published by G. P. Putnam & Sons, New York City.

A succinct exposition of the laws of life as manifested in a few well-marked typical beings, as a nucleus for the study of life in other animals. An excellent little handbook on the subject.

*The International Review* for November and December completes the first volume, and contains the following articles: International Communication by Language, by Philip Gilbert Hamerton; History of American Architects at the National Capitol, by James Q. Howard; Iron Supplies and Manufactures of the U. S., by Prof. John D. Newberry, M.D., Columbia College; Study of Greek and Latin Classics, by Prof. Elliott, D.D., Western Theological Seminary, Chicago; Divorce, by Hon. N. H. Davis, South Carolina; The Domestic Commerce of the United States, by Hon. S. Shellabarger, of Ohio. The publishers state that "an ever-present question has been, whether it could best fulfill its mission in the direction of a monthly or quarterly." The decision is to leave the form to be determined by circumstances. Each number will stand for itself. "Fixed as ever in its aims and opinions, it will seek to be as plastic as possible in its forms." The list of contributors for 1875 contains some of the strongest literary and scientific names of this country and Europe. The number for January will contain the reply of Dr. McCosh to the Belfast Address of Professor Tyndall.

*The School Record* is a handsome monthly paper, published at St. Albans, Vermont. The September number is received, and is filled with able and interesting educational matter. The last page is occupied with statistics of the St. Albans schools, lists of "Honor Pupils," "Pupils who have not been absent or tardy," etc. Such a paper is no doubt a valuable auxiliary to the educational forces of the town, and it deserves a liberal support.

*Old and New* for November contains chapters 47—50 of *The Way we Live Now*; No. 11 of *Our Sketching Club*; *Another Dish of Lunch*, by J. E. Babson; *Jeffries Wyman*, by Prof. Burt G. Wilder; and, as usual, a good variety in the *Examiner* and other departments. This number continues the detestable practice of interleaving the body of the magazine with advertisements.

#### BOOKS RECEIVED.

"Resumé of Ancient and Modern History from the Deluge to the Present Time." Designed to accompany Hawes' Chronological Chart of Universal History, for Schools and Families. By S. Hawes, author of *Synchronology of Ancient and Modern History*, *Historical Chart*, etc.; 60 pp. with a chart. New York: F. R. Reed & Co.

BUTLER'S NEW MAP OF CONNECTICUT.—A new wall map of Connecticut for the schools of the State should be hailed with delight, not only by the teachers but also by the parents of the pupils. A new map should be better than any in existence, and should be as perfect as can be made by the material on hand and accessible to the map-maker. First the United States Coast Survey furnishes everything in regard to the coast, the harbors, the islands, and the sound. There should be nothing lacking here, and any mistakes or omissions are almost inexcusable. A mere cursory glance shows that an island of considerable size near New London is not shown. This island being owned largely by parties in this city, makes the omission noticeable here.\* In the other towns we must expect criticisms to be made by every neighborhood. It would be a marvel if every boundary and the location of every village be correct. The area of the State is put down at 4,750 square miles. We venture the assertion that not a man living knows the area of the State within fifty square miles. Sometime when our legislature can see the importance of a survey of the State, its exact boundaries and its exact size may be known. This map, as a whole, is highly creditable to the publishers whose Mitchell's Geographies are so largely used in the State. It is the best State map now in existence for the office and the home as well as for the schoolroom.

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The character which this *Magazine* possesses for variety, enterprise, artistic wealth, and literary culture that has kept pace with it, if it has not led the times, should cause its conductors to regard it with justifiable complacency. It also entitles them to a great claim upon the public gratitude. The *Magazine* has done good and not evil all the days of its life.—*Brooklyn Eagle*.

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Its articles are models of high toned discussion, and its pictorial illustrations are often corroborative arguments of no small force.—*N. Y. Exam. and Chronicle*.

Its papers upon existing questions and its inimitable cartoons help to mold the sentiments of the country.—*Pittsburgh Commercial*.

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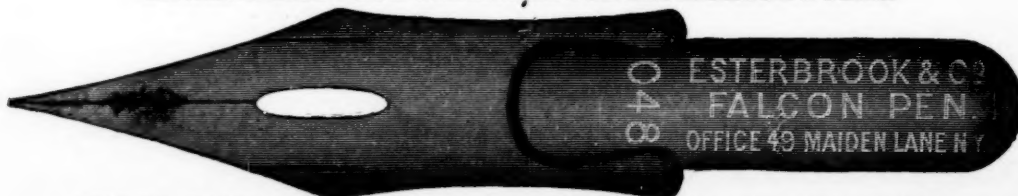
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